

Grammatical Errors in the Spoken Discourse of ESL Students in a Private Academic Institution

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ABSTRACT

This study examined grammatical errors in the spoken discourse of Grade 11 English as a Second Language (ESL) students in a private academic institution. Spoken production requires learners to apply grammatical knowledge under real-time communicative pressure, often revealing difficulties that remain hidden in written tasks. Anchored in Error Analysis Theory and Dulay, Burt, and Krashen's Surface Strategy Taxonomy, the study classified grammatical errors as omission, addition, misformation, and misordering. It also described students' oral performance using Brown and Abeywickrama's Speaking Assessment Rubric, which evaluated grammar, vocabulary, fluency, and pronunciation. Employing a qualitative-descriptive design, the study involved 15 purposively selected Humanities and Social Sciences students who responded to a researcher-developed, expert-validated, and pilot-tested speaking prompt about their daily routines. Their responses were audio-recorded, transcribed verbatim, coded, classified, and reviewed by three language experts to identify recurring grammatical patterns and speaking-performance indicators. Descriptive frequencies and percentages supported the qualitative interpretation, without extending the findings beyond the sampled data. All speaking components were rated at the developing level, with pronunciation obtaining the highest mean and grammar the lowest, indicating that students could convey basic meaning but had not yet achieved consistent grammatical control. Misformation was the most frequent error type, followed by addition, omission, and misordering, suggesting that learners' primary difficulty involved selecting accurate grammatical forms rather than omitting or misarranging them. Within the daily-routine speaking task, the learners experienced difficulty maintaining grammatical accuracy, particularly in selecting verb forms, agreement patterns, prepositions, articles, and sentence structures in real time. The study provides localized evidence from senior high school spoken discourse and underscores the instructional value of communicative, feedback-rich speaking tasks that develop accuracy and fluency concurrently, offering ESL teachers and curriculum planners a practical basis for designing oral grammar instruction that reflects learners' actual speaking performance.

Keywords: Error Analysis; ESL Speaking; Grammatical Errors; Speaking Performance; Spoken Discourse

INTRODUCTION

Spoken English proficiency remains a central requirement for academic participation, classroom interaction, and social communication. Speaking enables learners to express ideas, negotiate meaning, respond to interlocutors, and participate in authentic communicative situations. Unlike written production, however, spoken discourse requires learners to formulate meaning while simultaneously managing grammar, vocabulary, fluency, pronunciation, and interactional demands. For ESL learners, this real-time processing burden makes oral communication especially challenging because grammatical accuracy must be achieved with limited opportunity for planning, monitoring, or revision.

Although learners may acquire grammatical knowledge through formal classroom instruction, the transfer of such knowledge to spontaneous oral performance is often uneven. Students may recognize grammatical rules in written exercises yet struggle to apply them accurately while speaking. While this study did not directly measure individual affective variables or external language exposure, the literature suggests that this difficulty may be intensified by limited exposure to English outside the classroom, insufficient opportunities for

sustained oral practice, and anxiety about committing errors in front of others. Aubrey (2022) similarly highlights the relationship between affective factors and second-language breakdown fluency, suggesting that oral performance is shaped not only by language knowledge but also by task pressure and learner disposition. Consequently, grammatical inaccuracies in speech may affect clarity, fluency, confidence, and willingness to communicate.

From an error-analysis perspective, grammatical errors in speech should not be treated merely as signs of failure. They constitute systematic evidence of learners' developing interlanguage and identify grammatical areas that require instructional attention (Corder, 1967; Ellis & Barkhuizen, 2005). The Surface Strategy Taxonomy of Dulay, Burt, and Krashen (1982) provides a useful analytical basis for classifying observable learner errors into omission, addition, misformation, and misordering. This taxonomy is particularly relevant to spoken discourse because it focuses on how learners construct, modify, supply, or misarrange surface-level forms while attempting to communicate meaning. While ESL grammatical-error studies have extensively examined written outputs, inquiries into grammatical errors in spoken discourse remain comparatively limited, particularly among senior high school learners. This gap is significant because speaking and writing impose different production demands. In writing, learners can plan, revise, and edit; in speaking, they must retrieve vocabulary, organize ideas, and apply grammatical forms almost simultaneously. In the Philippine context, where English is a medium of instruction but remains a second language for many learners, analyzing spoken grammatical errors is pedagogically important because it reveals how learners use English under communicative pressure.

Previous studies have shown that grammatical errors continue to appear in ESL learners' spoken discourse across educational contexts. In the Philippines, Honrado and Biray (2022) reported recurring oral errors involving syntax, morphology, articulation, verb inflections, prepositions, and noun forms among Grade 12 learners. Cuyos et al. (2024) likewise observed errors in word order, verb tense, subject-verb agreement, article use, phrasing, and repetition among Filipino tertiary learners, emphasizing the contribution of grammatical competence to communicative ability. Internationally, Helmanda et al. (2018) identified omission, misformation, misordering, and overgeneralization in university students' spoken English, while Chania and Amri (2019) found omission to be dominant among debate students. These studies demonstrate the persistence of spoken grammatical errors but also point to the need for localized analyses of senior high school learners' spontaneous oral production, especially in private-school contexts. This study, therefore, examined the speaking performance and grammatical errors evident in the spoken discourse of Grade 11 HUMSS students. Specifically, it addressed the following questions: (1) What is the speaking performance level of Grade 11 HUMSS students in terms of grammar, vocabulary, fluency, and pronunciation? and (2) What grammatical errors are evident in their spoken discourse in terms of omission, addition, misformation, and misordering?

The study directly examined elicited, unscripted spoken discourse rather than relying solely on traditional written grammar assessments. The researcher-developed speaking prompt elicited oral responses showing how learners used grammar during a specific communicative task. This focus enabled the study to examine the relationship between grammatical form and oral performance within the bounded context of describing daily routines.

The study also offers an integrated analytical contribution by combining Brown and Abeywickrama's (2019) Speaking Assessment Rubric with Dulay, Burt, and Krashen's (1982) Surface Strategy Taxonomy. This combination allows the analysis to describe learners' broader oral performance while also identifying the specific surface-level grammatical errors that affect speech accuracy. For ESL teachers, curriculum planners, and researchers, the findings provide a concrete basis for designing communicative, feedback-rich speaking activities that strengthen grammatical accuracy without sacrificing fluency.

Objectives

This study aimed to examine the speaking performance and grammatical errors evident in the spoken discourse of Grade 11 HUMSS students in a private academic institution in Southern Leyte, Philippines. Specifically, it sought to answer the following questions:

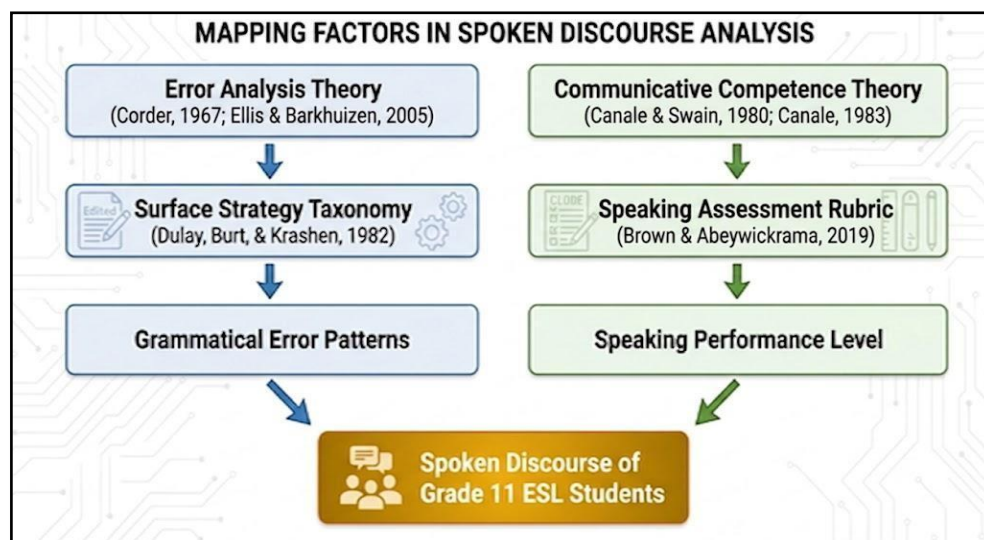
- What is the speaking performance level of Grade 11 HUMSS students in terms of grammar, vocabulary, fluency, and pronunciation?
- What grammatical errors are evident in their spoken discourse in terms of omission, addition, misformation, and misordering?

THEORETICAL AND CONCEPTUAL FRAMEWORK

This study is anchored in two complementary theoretical strands that explain how grammatical accuracy may be examined within ESL spoken discourse. The first strand is grounded in Error Analysis Theory, originally advanced by Corder (1967) and further developed in learner-language scholarship by Ellis and Barkhuizen (2005). Error analysis views learner errors not as random linguistic deficiencies but as systematic evidence of language development. From this perspective, errors reveal the learner's developing interlanguage and provide meaningful indications of grammatical forms that remain unstable during real-time communication. To operationalize Error Analysis Theory, the study adopts the Surface Strategy Taxonomy of Dulay, Burt, and Krashen (1982), which classifies learner errors into omission, addition, misformation, and misordering. Although foundational, the taxonomy remains relevant in contemporary ESL research because recent studies continue to use it to identify observable surface-level deviations in spoken and communicative contexts (Cuyos et al., 2024; Helmanda et al., 2018). In this study, the taxonomy serves as the analytical framework for classifying the grammatical errors found in students' transcribed oral responses.

The second strand is informed by Communicative Competence Theory, proposed by Canale and Swain (1980) and further elaborated by Canale (1983). This theory emphasizes that effective communication requires grammatical, sociolinguistic, discourse, and strategic competencies. Although communicative competence extends beyond grammar, grammatical competence remains foundational because it contributes to clarity, intelligibility, and accuracy in spoken interaction. In the present study, this perspective justifies examining grammatical errors not merely as formal deviations but as features that may influence the quality of oral communication. To translate communicative competence into measurable indicators, the study employs Brown and Abeywickrama's (2019) Speaking Assessment Rubric, which evaluates oral performance in terms of grammar, vocabulary, fluency, and pronunciation. Thus, the study does not isolate grammatical errors from the broader act of speaking. Instead, it situates grammatical accuracy within a multidimensional profile of oral performance. Conceptually, Error Analysis Theory and the Surface Strategy Taxonomy explain what grammatical errors learners produce and how these errors may be classified, while Communicative Competence Theory and the Speaking Assessment Rubric explain how learners perform orally across major speaking components. Together, these frameworks support an integrated analysis of the form-focused and performance-based dimensions of Grade 11 ESL learners' spoken discourse.

Figure 1. Schematic representation of the study's theoretical and analytical framework.



METHODOLOGY

This study employed a qualitative-descriptive research design to examine grammatical errors in ESL learners' elicited spoken discourse and to describe their speaking performance. The design was appropriate because the study sought to identify, classify, and interpret grammatical patterns in students' oral production without manipulating instructional conditions or implementing an intervention.

The study also used descriptive quantitative summaries, specifically frequencies, percentages, means, and standard deviations, to present the occurrence of grammatical error types and the distribution of speaking-performance levels. These numerical summaries were used only as descriptive support for qualitative interpretation and were not intended for inferential statistical testing or population generalization.

The participants were 15 Grade 11 students from the Humanities and Social Sciences strand of a private secondary school in Southern Leyte, Philippines. They were selected through purposive sampling because they belonged to the target population relevant to the study's objectives and voluntarily agreed to participate. Thus, the final sample consisted of the 15 eligible students who provided informed consent to participate in the study.

The sample size was appropriate for the qualitative-descriptive scope of the study because the analysis required close examination of verbatim spoken transcripts rather than broad statistical estimation. The focus was on the depth and interpretive quality of error identification, classification, and explanation. Accordingly, the frequencies and percentages reported in the study should be understood as descriptive indicators of patterns within the sampled spoken data, not as inferential claims about all senior high school ESL learners.

Data were gathered using a researcher-developed speaking prompt that asked participants to describe their daily routines. The prompt was intended to elicit unrehearsed oral responses rather than memorized speeches, thereby generating spoken-language data within a controlled communicative context.

Before administration, the prompt underwent content validation by experts in English language teaching to ensure its clarity, appropriateness, and alignment with the objectives of the study. Their comments and recommendations were incorporated to improve the instrument. The prompt was then pilot tested with students who had characteristics like those of the actual participants but were not included in the final study. The pilot test determined whether the instructions were clear, whether the prompt could elicit spontaneous responses, and whether the task was appropriate for the target learners. Feedback from the pilot test was used to refine both the wording and the administration procedures.

After obtaining approval from the school administration and securing informed consent from the participants, the researchers administered the speaking prompt individually. Participants were instructed to respond orally in English without relying on prepared scripts or memorized responses. With their permission, their oral responses were audio-recorded to ensure complete and accurate documentation.

The recorded responses were transcribed verbatim to preserve the accuracy and completeness of the spoken data. These transcripts served as the primary data for grammatical error analysis and speaking performance evaluation.

The transcribed responses were analyzed using Error Analysis Theory as the overarching framework for identifying, describing, and interpreting learners' grammatical errors. Each grammatical error found in the transcripts was identified and classified according to Dulay, Burt, and Krashen's (1982) Surface Strategy Taxonomy. The error categories were omission, addition, misformation, and misordering. Two procedures were used to assess the participants' speaking performance and analyze their grammatical errors. The researchers initially evaluated the recorded responses using Brown and Abeywickrama's (2019) Speaking Assessment Rubric, which covers grammar, vocabulary, fluency, and pronunciation. They also identified and classified the grammatical errors in the transcripts using Dulay, Burt, and Krashen's (1982) Surface Strategy Taxonomy.

The researchers' preliminary ratings, error classifications, and proposed corrections were reviewed by the same three language experts from Southern Leyte State University–Tomas Oppus Campus. These experts possessed relevant graduate qualifications in English or applied linguistics and at least five years of teaching experience. Differences in the speaking-performance ratings and error classifications were discussed until consensus was reached. The finalized speaking ratings were used to calculate the means and standard deviations and determine the performance levels presented in Table 1. Because the experts reviewed the ratings and classifications collaboratively rather than providing independently recorded assessments, no formal inter-rater agreement coefficient was computed. This was acknowledged as a limitation of the study. Communicative Competence Theory guided the interpretation of speaking performance, while the Surface Strategy Taxonomy guided the classification of grammatical errors.

To ensure consistency in the identification and classification of errors, clear operational boundaries were established. The unit of analysis was the c-unit (communication unit), operationalized as an independent clause together with any dependent clauses or subordinate structures attached to it. Single-word utterances and false starts that were immediately abandoned without completing a thought were excluded from the error count. When a participant repeated the same grammatical error within the same response, such as repeating "I will woke up" twice in one transcript, each occurrence was recorded separately in the frequency count to capture the persistence of the unstable form in spoken discourse. When a single utterance contained multiple distinct grammatical errors involving different words or phrases, such as "My hobbies is do in homework," each error was identified, isolated, and categorized independently. For instance, one error could be classified as a misformation involving subject–verb agreement, while another could involve prepositional or collocational use. When an error could plausibly be classified under more than one category of the Surface Strategy Taxonomy, priority was given to the learner's primary structural intention as determined from the immediate transcript context. If ambiguity remained, the instance was referred to the three language experts, and the final classification was established only after full consensus was reached through expert discussion.

Ethical safeguards were observed throughout the study. Permission to conduct the research was obtained from the school administration before data collection. Because the participants were minors, written informed consent was secured from their parents or legal guardians, while assent was obtained from the students themselves. The participants were informed of the study's purpose, the voluntary nature of their participation, and their right to withdraw at any stage without penalty. Confidentiality and anonymity were protected by assigning participant codes instead of using names in the transcripts and research records. Audio recordings and other research data were stored securely, accessed only by the researchers, and used solely for academic and research purposes.

RESULTS AND DISCUSSION

This section presents the speaking-performance levels of Grade 11 HUMSS students based on their responses to the daily-routine speaking prompt and the grammatical error types identified in those responses. Brown and Abeywickrama's (2019) Speaking Assessment Rubric was used to describe performance, while Dulay, Burt, and Krashen's (1982) Surface Strategy Taxonomy guided error classification. Interpretations are confined to the observed data and are related cautiously to prior ESL research and instructional implications.

Students' Speaking Performance Levels Across Speaking Components Table 1

Speaking Performance Levels of Grade 11 HUMSS Students Across Speaking Components

Speaking Component	Mean Score	Standard Deviation	Performance Interpretation*
Grammar	2.02	0.77	Developing
Vocabulary	2.24	0.65	Developing
Fluency	2.13	0.77	Developing

Pronunciation	2.29	0.63	Developing
Overall Mean	2.17	-	Developing

*Based on Brown and Abeywickrama's (2019) Speaking Assessment Rubric: 1.00-1.99 = Beginning; 2.00-2.99 = Developing; 3.00-3.99 = Proficient; 4.00-5.00 = Advanced.

Table 1 shows that all speaking components were interpreted as developing, with mean scores ranging from 2.02 to 2.29. Pronunciation obtained the highest mean score, while grammar received the lowest mean score. The overall mean of 2.17 indicates that the students were generally able to express meaning in spoken English, but their oral performance remained emerging rather than fully established across the major speaking components.

Grammar recorded the lowest mean score. This suggests that the students had difficulty constructing grammatically accurate sentences during spontaneous speech. The result is consistent with the nature of oral communication, where learners must retrieve vocabulary, organize ideas, and apply grammatical rules in real time. Unlike writing, speaking gives limited opportunity for planning, editing, or revision; therefore, grammatical weaknesses become more visible during oral production. This finding affirms the relevance of error analysis in identifying grammatical forms that remain unstable in learners' developing interlanguage.

Vocabulary also fell within the developing level, indicating that although the students could use words to convey basic meaning, their lexical control remained limited. They were able to communicate familiar ideas but may not have consistently used varied, precise, or context-appropriate vocabulary. Nation (2017) emphasizes that vocabulary becomes useful when learners encounter and use words repeatedly in meaningful receptive and productive tasks. Schmitt and Schmitt (2020) likewise explain that learners may plateau when they rely mainly on high-frequency words and receive limited exposure to broader lexical choices. Thus, the students' developing vocabulary performance points to the need for speaking activities that require purposeful word use in authentic contexts.

Fluency was likewise interpreted as developing. This rating indicates that the students' performances did not consistently demonstrate the continuity, ease, and coherence associated with higher rubric levels. Tavakoli and Wright (2020) explain that fluent speaking requires maintaining speech flow while managing meaning and language form. Because cognitive load and automaticity were not measured directly, the present scores cannot establish the mental processes responsible for the observed fluency level. They may nevertheless be considered alongside cognitive accounts of L2 speech production, which describe the simultaneous management of grammar, vocabulary, pronunciation, and message construction during speaking.

Pronunciation obtained the highest mean score, although it remained within the developing range. Thus, pronunciation was the highest-rated component in this sample, but the score should not be interpreted as direct evidence of particular causes or of performance beyond the rubric descriptors. First-language transfer and prior language exposure were not measured. The broader literature indicates that pronunciation development may be associated with first-language influence, exposure to varied speech models, and opportunities for practice. Derwing and Munro (2015) emphasize intelligibility as a more appropriate instructional priority than native-like pronunciation. Accordingly, guided practice may support clearer and more intelligible oral delivery.

Viewed collectively, the findings reveal that the students' speaking performance was still developing across all assessed components. This pattern strengthens the study's gap by showing that senior high school ESL learners may be able to communicate basic ideas in English but still require systematic support to achieve greater grammatical accuracy, lexical precision, fluency, and pronunciation clarity. The result also justifies the subsequent error analysis, as grammar emerged as the weakest component of speaking performance.

Students' Grammatical Error Types in the Spoken Discourse

Table 2 Distribution of Grammatical Error Types in the Spoken Discourse of Grade 11 HUMSS Students

Error Type	Frequency (f)	Percentage (%)
Misformation	41	68.33
Addition	8	13.33
Omission	6	10.00
Misordering	5	8.33
Total	60	100.00

Table 2 presents the frequency and percentage distribution of grammatical errors identified in the students' spoken discourse. A total of 60 grammatical errors were recorded from the transcribed oral responses. Misformation was the most frequent error type, followed by addition, omission, and misordering.

The predominance of misformation errors indicates that the students experienced the greatest difficulty in selecting and producing correct grammatical forms during spontaneous speech. In the Surface Strategy Taxonomy, misformation occurs when a learner supplies an incorrect form of a structure rather than omitting or misplacing it. This suggests that the learners were attempting to construct complete utterances but often selected inaccurate forms. Such a pattern reflects a developing but still unstable grammatical system, consistent with Corder's (1967) view that learner errors are meaningful evidence of interlanguage development.

Addition errors ranked second, followed by omission errors. The transcripts directly show the insertion of elements judged unnecessary and the absence of forms judged necessary within the analyzed c-units. However, the data do not reveal the learners' internal monitoring processes or the causes of these deviations. The findings should therefore be interpreted as observable surface-level patterns rather than evidence of particular cognitive processes. Misordering was the least frequent error type, suggesting that students had fewer difficulties arranging words or phrases in a generally understandable sequence than selecting correct grammatical forms. This result may indicate that learners maintained basic English word order in most utterances, although they still struggled with form accuracy. Thus, the main difficulty was not primarily sentence arrangement but the accurate use of grammatical structures within utterances.

These findings are consistent with previous error-analysis studies reporting misformation, omission, and related form-selection errors in ESL learners' oral production (Helmanda et al., 2018; Muhamad et al., 2013). Within the present daily-routine task, the observed patterns support the pedagogical value of connecting explicit attention to grammatical form with communicative speaking practice. Research on grammar instruction and corrective feedback also highlights the potential value of sustained practice and targeted feedback for accuracy development (Kao et al., 2025; Li, 2023).

Table 2a Illustrative Misformation Errors in Students' Spoken Discourse

Error Category	Frequency	Sample Verbatim Utterance	Revised Form
Verb tense misuse	17	I will woke up	I will wake up
Subject-verb disagreement	6	My hobbies is...	My hobbies are...
Irregular verb form	3	We hanged out	We hung out
Collocation misuse	15	do in homework	do my homework

Table 2a presents illustrative examples of misinformation errors. These errors involved incorrect grammatical forms, particularly verb tense, subject-verb agreement, irregular verb forms, and collocational or form-selection patterns. The most frequent subtype was verb tense misuse, which occurred 17 times. For example, the utterance "I will woke up" uses the past-tense form woke after the modal will. Since modal verbs require the base form of the main verb, the revised form is "I will wake up." A similar pattern appears in "I will go to the kitchen and cooked our food," where cooked should be cook because it follows the future marker will.

Subject-verb disagreement was also observed, as shown in "My hobbies is playing badminton and basketball." Because the plural subject hobbies requires the plural verb are, the revised form is "My hobbies are playing badminton and basketball." An irregular verb-form error appeared in "We hanged out," for which "We hung out" is the standard form when hung means spent time socially. The latter form is consistent with the use of a regular -ed pattern where an irregular past-tense form is required; however, the study did not investigate the learner's reason for producing it.

Another group was labeled collocational or form-selection misuse, illustrated by "do in homework," revised as "do my homework." Because this excerpt involves both phrase formation and lexical selection, its inclusion under misinformation depends on the study's operational coding decision and the surrounding transcript context. Overall, misinformation was the largest category in the coded data, indicating that incorrect forms were recorded more frequently than additions, omissions, or misorderings within this task.

Table 2b Illustrative Misordering Errors in Students' Spoken Discourse

Type of Misordering	Frequency	Sample Verbatim Erroneous Utterance	Revised Form
Incorrect word order in locative phrase	1	here in school is to learn	Here in school, I study.
Misplaced temporal adverbial	1	before class I would go	I would go before class.
Incorrect placement of time expression	1	prepared my lunch in the afternoon	In the afternoon, I prepare my lunch.
Clause sequencing error	1	before I waking at 6 a.m., I eating...	Before I wake up at 6 a.m., I eat...
Misordered discourse marker	1	and then, I eat, before that...	I eat. Before that...

Table 2b presents representative misordering errors, which occur when words, phrases, clauses, or sentence elements are arranged in an incorrect or unnatural sequence. Although misordering was the least frequent error type, it remains important because word order affects clarity, coherence, and intelligibility in spoken communication.

The coded examples involved locative expressions, temporal adverbials, time expressions, clause sequencing, and discourse markers. Their classification must be interpreted using the complete c-unit and surrounding transcript because some isolated excerpts may permit more than one grammatical or pragmatic interpretation. For example, "here in school is to learn" was revised as "Here in school, I study," while "before class I would go" was reordered as "I would go before class." These revisions represent the experts' consensus interpretations of the intended meanings.

The presence of misordered discourse markers, as in "and then, I eat, before that...," also indicates difficulty in sequencing events coherently. Since the speaking prompt required students to describe daily routines, chronological sequencing was an important communicative demand. Pedagogically, these findings point to the need for sentence-ordering drills, oral sequencing activities, routine-based storytelling, and guided speaking tasks that help learners organize ideas logically while maintaining grammatical accuracy.

Table 2c Illustrative Omission Errors in Students' Spoken Discourse

Type of Omission	Frequency	Sample Verbatim Erroneous Utterance	Revised Form
Subject pronoun omission	2	Brush my teeth; Commute to school	I brush my teeth; I commute to school.
Subject-verb structure omission	1	Me and my classmates to enjoy	My classmates and I enjoy.
Linking verb omission	1	My hobbies playing badminton	My hobbies are playing badminton.
Article omission	1	Go to bathroom	Go to the bathroom.
Verb particle omission	1	We wake every 6 a.m.	We wake up every 6 a.m.
Total	6		

Table 2c presents representative omission errors. Omission errors occur when necessary grammatical elements are absent from an utterance, resulting in incomplete or less accurate sentence construction. In this study, omission errors involved missing subject pronouns, incomplete subject-verb structures, omitted linking verbs, missing articles or determiners, and omitted verb particles.

The most frequent omission subtype involved subject pronouns, illustrated by "Brush my teeth" and "Commute to school," which were expanded as "I brush my teeth" and "I commute to school." These excerpts directly show omitted subjects under the study's coding rules; the transcripts do not, however, establish why the learners produced the shortened forms.

Other omission errors involved incomplete sentence structures. For example, "Me and my classmates to enjoy" lacks a clear subject-verb construction and may be revised as "My classmates and I enjoy." Similarly, "My hobbies playing badminton" omits the linking verb are. These omissions indicate difficulty supplying function words and grammatical connectors necessary for sentence completeness. Pedagogically, guided sentence expansion, oral repetition with correction, routine-based speaking tasks, and immediate feedback may help learners produce more complete utterances.

Table 2d Illustrative Addition Errors in Students' Spoken Discourse

Type of Addition Error	Frequency	Sample Verbatim Erroneous Utterance	Revised Form
Redundant preposition	1	for the household chores	with the household chores
Unnecessary verb/modal construction	3	we are always to Jollibee	we always go to Jollibee
Verb repetition	1	do and other hobbies	do other hobbies
Redundant linking verb	1	is at 5:30 am	at 5:30 a.m.
Unnecessary article	1	go to the school	go to school
Unnecessary preposition	1	or in the park	or the park

Table 2d presents representative addition errors. Addition errors occur when learners insert unnecessary linguistic elements into an utterance, resulting in redundancy, awkward phrasing, or grammatically unnatural construction. In this study, addition errors occurred eight times and involved unnecessary prepositions, verb constructions, repeated verbs, linking verbs, and articles.

One group involved prepositions judged unnecessary or inaccurate within the complete c-units. For example, the fragment "for the household chores" was revised as "help with the household chores" or "do household chores," depending on the intended meaning. Another pattern involved the construction "we are always to Jollibee," revised as "we always go to Jollibee." These are descriptions of the observed forms and their consensus revisions; they do not establish the learners' reasons for producing them.

Although addition errors were less frequent than misformation errors, they identify forms that may warrant instructional attention within similar speaking tasks. Teachers may provide focused oral practice involving prepositional patterns, article use, verb phrases, and routine expressions. Sentence reformulation, guided repetition, oral substitution drills, and short communicative tasks may help learners practice more accurate and natural spoken utterances.

Integrated Discussion and Pedagogical Implications

Collectively, the analysis shows that, within the context of the daily-routine speaking prompt used in this study, Grade 11 HUMSS students were able to communicate basic ideas but continued to demonstrate difficulty maintaining grammatical accuracy during spontaneous speech. Misformation was the most frequent error type, indicating that the primary difficulty involved selecting and producing correct grammatical forms, particularly in verb tense, agreement, auxiliary use, and phrase construction. Addition, omission, and misordering occurred less frequently, yet they still reveal instability in sentence completeness, word order, and natural phrase formation.

These findings support the study's central claim that grammatical errors are not limited to written performance but are also evident in real-time oral production. They further suggest that speaking instruction should not focus solely on fluency or message delivery. Grammar, vocabulary, pronunciation, and fluency should be developed through contextualized speaking tasks supported by immediate corrective feedback, sentence reformulation, repeated practice, and opportunities for learners to notice and repair inaccurate forms.

Technology-mediated speaking activities may also be explored when available, as online interaction and video-conferencing tasks can expand learners' exposure to oral English and provide additional opportunities for practice (Nilayon & Brahmakasikara, 2018). However, in contexts with limited resources, teachers may still use low-cost classroom strategies such as pair interviews, oral routine descriptions, picture-based speaking, sentence expansion, peer feedback, and short teacher-led recasts to strengthen both accuracy and fluency.

Limitations of the Study

This study is limited by its qualitative-descriptive design and its focus on fifteen purposively selected Grade 11 HUMSS students from a single private secondary school in Southern Leyte, Philippines; therefore, the findings should be interpreted as descriptive patterns within the sampled spoken data rather than as conclusions generalizable to all senior high school ESL learners. The data were drawn from a single researcher-developed speaking prompt on daily routines, which, while useful for eliciting spontaneous speech, captured only one communicative context and may not reflect how the same students perform on other topics or speaking tasks. Although the grammatical error classifications were reviewed by three language experts to strengthen coding consistency, the study did not compute a formal inter-rater reliability coefficient (e.g., percentage agreement, Cohen's kappa, or Fleiss' kappa), as the experts' review was conducted collaboratively through discussion and consensus rather than through independently recorded ratings. Future studies may consider having experts code independently before discussion, allowing a numerical agreement measure to be calculated, and may also involve a larger and more diverse group of learners across multiple institutions with

varied speaking tasks and topics to further validate the identification and classification of spoken grammatical errors.

CONCLUSION AND RECOMMENDATION

This study concludes that, based on their performance in the daily-routine speaking prompt used in this study, the spoken discourse of Grade 11 HUMSS students reflects a developing level of grammatical and oral proficiency. Across the speaking components assessed through Brown and Abeywickrama's (2019) rubric, the learners performed at the developing level in grammar, vocabulary, fluency, and pronunciation. Pronunciation emerged as the relatively strongest component, while grammar was the weakest, indicating that the learners could communicate basic meaning but still required support in producing accurate and controlled oral language.

Within this particular speaking context, misformation was the most frequent coded error type, followed by addition, omission, and misordering. The distribution shows that forms classified as incorrect selections occurred more frequently than missing, added, or misordered elements in the analyzed responses. Errors involved verb tense, subject-verb agreement, auxiliary use, articles, prepositions, and phrase construction. These conclusions are limited to the daily-routine prompt and do not establish the cognitive causes of the observed forms.

The findings affirm the need to integrate grammar instruction into communicative speaking tasks so that learners develop fluency, accuracy, clarity, and confidence simultaneously. Rather than treating grammar as an isolated written exercise, ESL instruction should provide learners with frequent opportunities to use grammatical forms in meaningful oral contexts, receive immediate and constructive feedback, and refine their spoken output through repeated practice. Future studies may examine a larger and more diverse group of learners, compare spoken and written error patterns, or investigate the effects of specific feedback strategies on grammatical accuracy in spontaneous speech.

These findings carry practical implications for ESL instruction in senior high school. Teachers may design communicative speaking activities, such as guided oral routines, sentence-reformulation drills, and picture-based storytelling, that give learners repeated opportunities to produce and self-correct grammatical forms under real-time conditions. Immediate and focused corrective feedback, particularly on verb tense, subject-verb agreement, and collocational accuracy, may help address misformation, the most frequent error type identified in this study. School administrators and curriculum planners may likewise consider integrating structured speaking assessments into the language curriculum to monitor learners' oral grammatical development alongside their written performance. For future research, studies may examine a larger and more diverse group of learners across multiple schools, incorporate a wider range of speaking tasks such as narrative, descriptive, opinion-based, and interactive discourse to determine whether the same error patterns persist across different communicative contexts, compare spoken and written error patterns within the same participants, and investigate the effects of specific corrective feedback strategies on the grammatical accuracy of spontaneous speech over time.

Ethical Approval

This study was conducted with the approval of the school administration of the participating private secondary school. Prior to data collection, written informed consent was obtained from the participants, who were informed of the purpose of the study, the voluntary nature of their participation, and their right to withdraw at any stage without penalty. Confidentiality and anonymity were maintained throughout the study by assigning participant codes in place of names in all transcripts and records.

Conflict of Interest

The authors declare that they have no known conflicts of interest, financial or otherwise, that could have influenced the research, authorship, or publication of this study.

Data Availability

The data supporting the findings of this study, including audio recordings and transcribed responses, are not publicly available due to the confidentiality agreements made with the participants and their guardians. Data may be made available by the corresponding author upon reasonable request and with appropriate ethical safeguards.

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